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ABSTRACT

This instructional booklet is part of Learning Package #4 on the teacher's role in children's self concept development used in conjunction with the Child Development Training Program at Bemidji, Minnesota. The booklet is divided into four chapters which discuss: (1) the importance of the teacher-child relationship in relation to self-fulfilling prophecy, the child's self concept, and the uniqueness of each child; (2) the effects of two different teachers and their personal qualities and attitudes on the development of the same child; (3) how to develop a healthy, helping teacher-child relationship by observing the child, by interacting with other teachers and the family of the child, and by talking and listening to the child; and (4) how to meet the basic needs of the child in preschool activities, using some teaching practices that facilitate the child's personal and social development. Each chapter includes two or more written activities. Also included are a list of suggested readings and a package evaluation form. (The entire Learning Package #4 consists of this instructional booklet and readings from three other books: "Observing and Recording the Behavior of Young Children," "Teacher and Child," and "Self Concept and School Achievement.") (SE)

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SELF CONCEPT DEVELOPMENT

AND THE

TEACHER-CHILD RELATIONSHIP

The Fourth Learning Package of the Self Concept Component of the Child Development Training Program at Bemidji State Univeraity

By

Dan Gartrell

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8.4. Instructional Booklet

8.4.1. Tapes - None

8.4.2. Filmstrips - None

8.4.3. Materials

Choose one of the following books or a book listed in the Suggested Readings in the Appendix of this booklet.

8.4.3.1. Dorothy Cohen and Virginia Stern, Observing and Redording the Behavior of Young Children

8.4.3.2. Haim Ginott, Teacher and Child

8.4.3.3. William Purkey, Self Concept and School Achievement

8.4.4. Supplies - None

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INTRODUCTION

This is a two credit learning package designed to help you address, in personal terms, two questions of importance to the preschool teacher: How does the teacher-child relationship affect the child's self concept? How do center activities affect the personal development of children? In completing the package, you will be encouraged to discover, try out, and reflect upon principles which can assist you in self concept development with young children. Not so much mechanical fomulas tied to behavior control, these "working ideas' can help you in a fundamental "understanding process." That is, the principles you encounter can increase your understanding of children's behavior, and of your own behavior <u>with</u> children.

Now in final form, the package is a little different than the first edition. Only eight of the twelve package activities are now required. As well, the final project has been "streamlined" to better address the purposes stated in the opening paragraph. A pre- and post- package observation session with your field advisor are now required, but please note that these sessions will not affect your final grade. The two observations are intended to provide you with feedback about your work in the area of self ooncept development and to provide the writer with feedback about the learning package as a teaching tool. Your field advisor will be discussing the observation sessions with you; they should be quite useful, especially for those of you in the C.D.A. program.

The tasks. The tasks involved in completing the package are now five. First is the pre-package observation session. On a day of your choosing, your field advisor will observe you in the center. Using the C.D.A. system, the field advisor will record the first five instances of your work in the area of self concept development that she/he sees. Later, on the basis of the notes, you and your field advisor will identify principles for self concept development that you are using in your work.

Second, we would like you to read one of the books suggested in the Appendix, which you have not already read. (Spend time on parts of the book which are interesting to you, but just skim-read parts which are not.) The Child Development Training Program has multiple copies of three of these--Self Concept and School Achievement, by William Purkey, Observing and Recording the Behavior of Young Children, by Dorothy Cohen and Virginia Stern, and the Teacher and Child by Haim Ginott. Any of the books, however, would provide a background for the theory in the package. If you prefer one of the others, your field advisor can help you to locate a copy.

Third, read through the text of the package and complete eight of the twelve activities. The activities are to be found under various section headings in the four chapters. A few words about the contents of the chapters might be useful. The first presents some theory on the importance of the teacher-child relationship and explores such concepts as the "self-fulfilling prophecy" and the child's "self concept." In chapter two, our approach is to build information around a hypothetical case study

which illustrates the consequences of two different teacher-child relationships. (The case is not real, but is intended to depict real possibilities in teacher-child transactions.) Chapter three suggests some tried-and-true tools which are useful in building helping relationships with children: careful observation of the child; interaction with adults about the child; and talking and listening to the child. Chapter four discusses the relationship between activities in the center and the personal development of children. Sections of the chapter address the basic needs of preschool children, basic needs and preschool activities, four unproductive teaching practices and four practices which facilitate personal development.

The fourth task is to complete the final project at the end of the package. For the project, you will select five personally meaningful principles for self concept development which are new to you as a result of this package. Preferably on separate days, you will try these new principles and record the experience in a log. When you have completed this task, you and your field advisor can decide on your grade.

The final task is to repeat the observation session with your field advisor. After you have again identified principles for self concept development you are using in your work, you might like to compare the list with that of your pre-package observation session. This information can be used in your C.D.A. portfolio.

In writing the package, we are presenting an interpretation of "humanistic psychology" and its implications for teacher-child relations. The presentation, in format and substance, is the result of study, work

experience, and personal reflection over a number of years. We have attempted to make this material sensible--at least to us and hopefully to you. You may not agree with all you read in the package, and we are not asking you to. Even the experts still disagree on important aspects of child development and child psychology. In any case, the learning activities are open-ended in design. Our hope is that you will be able to "key in on" principles for the personal development of children which make sense to you and which you will be able to use. But, if as a result of the package you merely ask new questions of yourself, our purposes will be fulfilled--for only in asking new questions are new answers to be found.

To conclude the introduction, we should probably explain a few of the terms in the package. First of all, we are using a child's definition of a teacher, and not a director's. In other words, no distinction is being made between a teacher and a teacher aide. A "teacher" is someone who works in a center with the children. Second, because most of the persons working on the package happen to be female, the pronoun "she" is being used in connection with "teacher." Finally the "we" occasionally referred to are my wife, Sue, and myself. While I guess I did the writing, Sue helped a great deal by editing and getting me to clarify the ideas which have been explored. "We" hope that you find the package a worthwhile learning experience.

Dan Gartrell
9/75

OPERATIONAL QUESTIONS

In completing the package, the individual will explore teaching principles in relation to the following operational questions: (Each question refers to a section in the package.)

1. What is the "self-fulfilling prophecy"?
2. What is the child's "self concept"?
3. How are children the same and how are they different?
4. Why is the teacher-child relationship important?
5. In what ways can differing teacher-child relationships affect a child?
6. How can a teacher's reaction tendencies influence a child's behavior?
7. How can the "anecdotal observation" help to build a helping relationship?
8. How can discussion with other adults help to build a helping relationship?
9. How can talking with and listening to a child help to build a helping relationship?
10. What are the basic needs of the child at a center?
11. How are safety needs different from growth needs?
12. What are characteristics of preschool activities which inhibit or support the meeting of basic needs?
13. What are some teaching practices in activities which inhibit personal development?
14. What are some teaching practices which facilitate personal development?
15. What are five teaching principles for healthy personal development, gained through the package, which the teacher can use in her work with young children?
16. How can teaching principles, identified by the teacher, assist her in the healthy personal development of young children?

I. THE IMPORTANCE OF THE TEACHER-CHILD RELATIONSHIP

You, or someone you know, may have had a child who in a particular year at school had a miserable time. The child had difficulties in keeping up with work, getting along with other children, being quiet in class, or attending school regularly. Then, miraculously, during the next year, the child had none of these difficulties--kept up with work satisfactorily, got along with other children, wanted to go even when ill, liked school.

Now, one explanation for this phenomenon might be that the child is a year older and has "outgrown that stage of behavior." And, to some extent, this may be a factor. But a second explanation must also be considered. Perhaps the new teacher formed different attitudes about the child, had different expectations, reacted to the child in a new way. A different teacher-child relationship can--and in many cases does--make all the difference in a child's behavior, as you yourself are probably aware.

What is it in a teacher's attitudes and actions that can bring about purposeful behavior in a child? Numerous lists have been made of desirable skills for teachers to possess. But some researchers--Arthur Jersild and Arthur Combs among them--have found that what is important are not so much instructional skills of a technical sort, as the attitudes of the teacher toward human beings--one's self and others.

As the author of several books on the importance of self-understanding in the education process, Arthur Jersild has concluded that:

> The personal problems of teachers often interfere with their effectiveness in teaching, and an understanding of these and other attitudes and emotions is vital in working with students.
> Jersild, 1952

Similarly, Arthur Combs has written that "when teachers have essentially favorable attitudes toward themselves, they are in a much better position to build positive and realistic self concepts in their students. (Combs, 1963)." In the "education business" these days, we tend to hear this notion tossed around quite a bit: "We have to appreciate ourselves before we can appreciate others." Coming from two such widely respected educational psychologists as Jersild and Combs, the significance of this thought--for the adult and child--may be renewed.

Activity 1:

Think about a day in the last week or so when things were going either very well or very badly for you. Write down some of your typical reactions to children or situations on that day. What would you say now about how your own feelings on that day influenced your teaching?

The Self-Fulfilling Prophecy

During the late 1940's, a sociologist by the name of Robert Merton coined the term "self-fulfilling prophecy" to describe what he thought was an important occurrence in personality development. The self-fulfilling prophecy theorizes that a person's behavior tends to conform to the expectations that "significant others" (family, teachers, friends) have about that behavior. Thus, if the adults in a child's life label a boy or girl as a "problem child" or a "poor speller", the child will tend to see himself in this way. As a consequence of these expectations, the child may actually show more of this behavior than before he was labeled.

Several studies have been done on the self-fulfilling prophecy in the classroom. In a comprehensive study focusing on students' academic ability, Brookover, Erickson and Joiner came to the following conclusion:

> The teacher's attitudes and opinions regarding his students have a significant influence on their success in school. In other words, when the teacher believes that his students can achieve, the students appear to be more successful; when the teacher believes that the students cannot achieve then it influences their performance negatively (Purkey, 1970).

In a famous and controversial book, Pygmalion in the Classroom (1968), Rosenthal and Jacobson reported on a school where a group of students were chosen at random from the student population, but were identified to their teachers by the experimenters as having "high academic potential." In a series of achievement tests administered a few months later, the "high potential" students actually scored higher than a control group of the same general ability. Moreover, the "high potential" students were identified by their teachers as having a greater likelihood of future success.

To quote from William Purkey's account of the study:

> The conclusion drawn by Rosenthal and Jacobson is that the teacher, through his facial expressions, postures, and touch, through what, how, and when he spoke, subtly helped the children to learn. This may have been accomplished according to the researchers, by modifying the child's self concept, his expectations of his own behavior, and his motivations, as well as his cognitive style.(Purkey, 1970)

The Child's Self Concept

A person's self concept is the picture that he has of himself--who he is and what he can do. Time and a supportive environment are important for the development of a positive self concept--a basic sense of "I'm O.K.," which allows the individual to be responsive to his/her own feelings and to the environment. Although later in life they have less influence on an individual's self concept, significant others have considerable impact when the individual is young--as suggested in the previous section. Preschool children, especially, are dependent on others for that vital information which influences how they see themselves.

Through her attitudes about herself and the children, the preschool teacher greatly affects self concept development. Communication which the young child understands and accepts is very important. Praise which implies standards too high for the child to maintain can undermine self confidence. Criticism which the child cannot fully grasp can contribute to feelings of anxiety and hostility. Strong personal resources are important for positive self concept. The child needs to be able to have pride in self and achievements. Self expression, independence, curiosity, experimentation are qualities in children which the teacher might choose to nurture and support.

In the conventions of schooling, the passive, obedient child often has been considered the "good child" in a group. On the other hand, the self-reliant girl or boy who continually attempts to find her/his own meaning in experience often has been considered a "problem child." Given what many psychologists are saying about the formation of positive self concept, teachers might do well to look again at the behaviors they value and reinforce.

In this brief introduction to "the child's self concept," we have touched upon many different points. We will return to these points often in the package, but perhaps two basic propositions in self concept theory can be emphasized here: a) As the child comes to feel good about himself as a growing human being, he or she is able to accomplish more and relate to others better. b) The teacher affects the child's self-feelings.

Activity 2:

Write of a situation in your own life, or in the life of someone that you know, where a teacher has had an effect on self concept development. Describe the situation, the apparent change in self concept taking place and the actions or attitudes of the teacher that contributed to the change.

Every Child is Different

All children have the same basic needs--for health, security, affection, self-esteem. Yet another common characteristic, the human quality of consciousness, means that each child perceives his needs differently, meets his needs differently, and develops differently. This is why we say that although children have the same basic needs, every child is different and possesses a unique self concept.

Most teachers know that "what works" with one child in terms of motivating, limit setting, encouraging, and praising does not necessarily work with another child. Teachers sometimes say that they treat all of their children "the same." But, because every child is different, and perceives things differently, this notion may not be totally correct. Perhaps it would be better for the teacher to treat her children "fairly, but individually," which would show greater appreciation for each child's unique way of being and perceiving. If the teacher stops to think about it, her relationships with her children are all different. Each child is different, and to one extent or another, each child brings out different qualities in the teacher.

Activity 3:

a. Write briefly about a situation in which you had to talk to two children in two different ways to get the same result.

b. Write briefly of a situation in which you talked to two children in the same way and did not get the same result.

II. BILLY: A CASE STUDY

In chapter one we began the discussion of how teachers' relationships with children can affect those children's behavior. Our approach in chapter two will be to present and discuss a fictitious case study about "Billy." After the discussion, as the package progresses, you will be asked to reflect about the behavior and development of a few children in your center. Our hope is that by learning more about the teacher-child relationship in a few situations, you will increase your understanding about implications of the teacher-child relationship in a more general sense. The following hypothetical case study will have two endings, in order to dramatize the effects of two different teacher-child relationships in the preschool.

The third of four boys, Billy begins preschool on his fourth birthday. Large for his age, Billy has been used to a great deal of rough-housing with his brothers and has had to speak up to have his needs met in the home situation. Preschool represents for Billy his first social experience outside of the home.

While Billy tries to be sociable and to get along, he frequently "overpowers" less outgoing children in social situations. He shows enthusiasm for most "sit down" activities, but "finishes" them very quickly and is then off to other things. He initiates active play in the center--chase, guns, wrestling--whenever he gets the chance. Frequently, the other children get very excited in this play, and occasionally a child gets hurt.

Affects of Teacher-Child Relationship--Variation 1.

Billy's behavior is not in keeping with the teacher's expectations for the program. She "holds off" for a few weeks, hoping that Billy will

"adjust." When he doesn't, the teacher decides to crack down on the child so that he will learn to conform to the limits. Her approach is to keep him at quiet activities until she thinks he should be through and to scold him or put him in the corner when his behavior gets out of hand.

Results:

Gradually, Billy became more careful about his active play. But previously, he had engaged in other activities with the same enthusiasm that he used in his play with other children. Under pressure from the teacher, Billy came to take less interest in activities in general, doing what was asked of him, but little more. Moveover, Billy seemed to the teacher to become more "sneaky," hitting other children and getting them to act up and say "dirty words."

In conversation with the kindergarten teacher the next spring, Billy's teacher commented, "My only problem child is Billy. He's something of a bully and likes to start things with other children. My advice is to be firm with him right from the beginning and don't let him get away with things."

Affects of Teacher-Child Relationship--Variation 2.

Billy's active behavior becomes obvious to the teacher. In an effort to learn more about the child, she observes Billy's behavior closely and talks with the parents about the family. The teacher guesses that Billy's boisterous approach to things is actually a learned response, a result of his inexperience in social situations.

Without singling Billy out more than necessary, the teacher sets

limits for the children about active play. At the same time, she works to help Billy feel accepted at the center and where possible, "eases" him into social situations. She reinforces his efforts in "sit down" activities, and seeks to channel him into activities which she knows he likes when he finishes. She recognizes that at the present time, active play is important to Billy's self concept, and allows time for this play each day, within the acceptable limits for that center.

Results

While Billy still enjoyed active play a great deal, he came to accept the arrangements regarding it. Not feeling "put down" in a general sense, he gradually felt more comfortable in quieter activities and was able to participate in them for longer periods. By the end of the year--older and now at ease in the center--Billy developed strong interests in block play, carpentry, and the dramatic play area. While still a leader in social situations, he became less inclined to "act out" his own needs and became a little more cognizant of the needs of the other children. Billy eventually recognized that he was accepted at the center by the adults and the children.

In talking with the kindergarten teacher about the group the next spring, Billy's teacher commented, "Billy is an energetic boy who has matured a great deal during the year. He has developed strong interests in several areas of our program, and has shown some real leadership qualities."

Activity 4.

a. Identify one reaction by each teacher to Billy which probably affected his behavior at the center.

b. Discuss briefly how you think each teacher may have affected Billy's personal development.

Discussion of Case Study

In drawing upon the relationships of the two teachers with Billy, the issue is not simply one of teaching technique--being strict or permissive with the child. Rather the matter is more complicated, in that personal qualities of both the teacher and the child are involved. On the teacher's part, several attitudes affect the situation. Important are how the teacher views child development: the role of the preschool; and her own functioning as a teacher. These attitudes, in turn, affect the teacher's reaction tendencies toward individual children: Does Billy's behavior mark him as a "problem child"? Does Billy's behavior offer challenges and possibilities about how he might be helped to grow? In examining the attitudes of the two teachers on these matters, we can surmise that they were indeed quite different.

The child's perceptions about the teacher's attitudes provide the other side of the picture. At some level of consciousness, Billy perceived the teacher's attitudes. He got a feeling about how the teacher judged:

--his behavior in relation to that of other children;

--his "personal worth" in relation to other children;

--his acceptability as a participant in the program.

As a young child, Billy's perceptions were a significant source of information about who he was as a person. The child's actions conformed with his perceptions.

Perhaps an effective way to illustrate dynamics of the teacher-child relationship is to list how various attitudes and reaction tendencies in-

terrelate. Basically, we see a transaction in this relationship as having six parts:

1. The teacher has attitudes toward child-rearing, early education, and herself as a person.
2. These attitudes affect her priorities as a teacher.
3. Her priorities as a teacher cause certain reaction-tendencies toward the children.
4. Through the transmission of her attitudes in communication, the teacher influences the child's perceptions about self (the child's self concept).
5. The child's behavior tends to conform with his or her self concept (self-fulfilling prophecy).
6. To some extent, the child's behavior influences the teacher's attitudes towards herself as a person (and the cycle begins again.)

On the following page, transaction charts on the two hypothetical teacher-child relationships in the case study are presented. Study the charts and see if you agree with them. Then turn to page 21 and refer to activity #5.

TRANSACTION CHART ON TWO HYPOTHETICAL TEACHER-CHILD RELATIONSHIPS

Teacher #1.

1. Relevant personal qualities of teacher.	2. Personal priorities in teacher role.	3. Attitudes towards Billy.
a. Perhaps insecure about teaching. b. Keeping up appearances important.	a. Smooth running program. b. Children conform to program expectations as soon as possible.	a. Behavior is unacceptable. b. Billy is a problem child.

4. Perceptions Billy gains from teacher	5. Resulting behavior by Billy.	6. Billy's possible influence on teacher's attitudes.
a. Feels inadequate in the situation. b. Mistrustful of teacher, sometimes hostile toward children.	a. Conforming behavior when teacher present. b. "acting-out" behavior when teacher present.	a. Firm hand important. Some children cannot be trusted and must be disciplined.

Teacher #2.

1. Relevant personal qualities of teacher	2. Personal priorities in teacher role	3. Attitudes towards Billy.
a. Teacher feels confident enough about self to take risks on behalf of children. b. Believes "children are people too."	a. Facilitate the personal development of each child. b. Develop a program which will support individual development.	a. Keeps open mind on Billy's behavior. b. Understanding of Billy's strengths and needs.

4. Perceptions Billy gains from teacher.	5. Resulting behavior by Billy	6. Billy's possible influence on teacher's attitudes.
a. Billy is more able to accept himself than previously. b. He feels he is accepted at the center.	a. Develops strong interests for preschool activities. b. Finds more acceptable social "place" at preschool.	a. Teacher feels her trust in Billy has been worthwhile. b. Is more trusting of her own ability in working with young children as individuals.

Activity 5.

In the package so far, a theoretical connection has been made between the attitudes of the teacher and the actions of the child. Perhaps at this point, you would find it worthwhile to apply this theory on your own. Think of a child in the past year or two that you have paid more than average attention to. Complete the transaction activity below:

1. Your attitudes toward child-rearing, education, self, which probably affected the relationship:

2. Priorities for the teaching role set by you as a result of your personal attitudes:

3. Your reaction tendencies toward the child as a result of your professional priorities:

4. Self-perceptions the child may have gained from your resulting communication with him/her:

5. The resulting behavior of the child:

6. How the child's behavior affected you:

III. DEVELOPING A HELPING TEACHER-CHILD RELATIONSHIP

At the beginning of the package we mentioned that there were no simple recipes for healthy self concept development. All the teacher can do is work with a child to create some conditions which the child may respond to. The rest is up to the child. When we make what we hope will be a productive move, a child will respond sometimes immediately, sometimes after five months, and sometimes--to that particular effort--not at all. When an effort does not seem to be working, all we can do is review the situation and try again. If we are trying our best, then we can't do more than that--and shouldn't feel overly responsible if we are unable "to get through." As you know, when a child does respond, it tends to make it all worthwhile.

On the other hand, teachers sometimes feel frustrated by a child and don't do much more about the situation than complain to other staff. A positive course of action is necessary if we are to have reason to expect a child to respond. (After all, the boy or girl does need something to respond to.) Often, taking an interest in itself can be enough to convince a child that it is safe to venture forth, and this is heartening. The child may even realize before you do that your action has been one of acceptance.

In chapter three, we will consider three basic tools which can assist you in developing a helping relationship with a child. The tools basically have to do with gaining knowledge about the child and communicating with him. The tools are observing the child, interacting with other adults, and talking with and listening to the child.

Observing the Child

Observation techniques can vary from plain old watching to pretty sophisticated list-checking. The observation technique we'll be emphasizing here is the informal "anecdotal" observation, which, when done regularly, comprises what Cohen and Stern call "the running record," Whatever the technique, the purpose of observing the child's behavior is pretty much the same: to better understand the child. The anecdotal observation can help you do this in two different ways, which is why we're using it.

First, the anecdotal observation can assist you to learn about a child through the processes involved in watching carefully and recording accurately. If you are bothered by a child's behavior, it sometimes helps to put yourself in a position where you can watch without having to react. By standing back and taking notes (mental or actual), you are likely to get a more conplete picture than if you are forced to step in and take a stand. Observing from a distance can help you to focus on what a child's behavior is rather than what he is for behaving that way.

The description you write down could be specific notes on a certain situation or a summary of behaviors over time. For example, you could say, "Billy walked across the room to where John and Carol were building with blocks. He said loudly, 'I want some' and began taking blocks off J'and C's building." Or, "During free play today, Billy attempted to join three ongoing activities, taking other children's materials each time." Writing down your observations, either at the time or later, helps you to think through exactly what those behaviors were. Observing carefully and describing accurately can help you to become more objective about the child's actions.

Of course, recording observations can also be useful in other ways. The practice can serve as a basis of discussion with other adults, professionally concerned about the child's well being. The practice can also provide you with a record over time of how the child's behavior has changed: "Today Billy spent all of free play in the block area. He built a road and a garage; he allowed two children also in the area, to drive their cars on the road."

Second, the anecdotal observation permits you to make inferences about the meaning of the behavior for the child. This is the function which Arthur Combs believes is most important. For him, making inferences means "getting inside of the skin of the person being observed." Combs poses several questions which the observer might address: "What do you think he is trying to do?" "How do you suppose he feels?" "How would you have to feel to behave like that?" "How does he see the other kids?" To make an inference about Billy's taking the other children's materials, "I don't believe he sees himself as capable of being a playmate, and yet I think he wants to join in with the other children, (Purkey, 1970)."

In making anecdotal observations, the teacher might stress the observation function when she wants to step back and get a better perspective on a child's behavior. She might stress the inference function when she feels ready to try to understand the meaning of the behavior(s) for the child. In using the anecdotal observation technique, the teacher may find that it lends itself to teacher-behaviors in favor of the child: "I will help Billy get started in an activity with materials of his own and will sit by him to show him he has a friend."

The form for the anecdotal observation is simple; it looks like this:

DATE:

Observations:

Inferences:

Activity #6.

Select from your group, a child whom you feel you know relatively well. Complete an anecdotal observation form on that child for a specific situation which you observe. Infer as much as you can about the following:

- How the child saw the situation;
- What some of his/her feelings may have been;
- Why the child acted in that particular manner.

DATE:

Observations:

Inferences:

Interacting with Adults

Other staff. Believe it or not, preschools have definite advantages over public schools in some important areas (though not perhaps in the area of salaries). One of these areas has to do with conditions favoring positive staff relations. In preschools, staff to child ratios are generally much lower than in schools, where it is still common for one teacher to work with an entire class. As well, the role definitions of "teacher" and "aide" are usually more informal and less restrictive in the preshcool. Finally, in a growing number of preschools, the relations between supervisory personnel and child care workers are basically non-bureaucratic and supportive of the teaching staff. These conditions mean that adult resources in preschool programs can be used quite effectively to fatilitate the personal development of young children.

In building helping relationships with children, there are two basic ways in which the adult can utilize the adult team. In the first place, she can talk with other staff about the children. Children's behavior is sometimes bewildering, occasionally intriguing, and almost always interesting to responsive teachers. If there is someone to share it with, then you can talk about it. As long as the discussion deals with sincere professional concerns, there is nothing wrong with this. A teacher may feel she is speaking from weakness if she admits she does not understand something a child has done. But what is learned may prove useful, so that the teacher does not act from insufficient knowledge or unrecognized feelings about the child. Perhaps neither adult will be certain about a situation, but even so, talking can be useful. It can provide an opportunity for the sharing of information and possibly for the sharing and clarification of feelings.

In the second place, the teacher can work to build (and maintain) positive staff relations in the center. Children can become aware of a strict role differentiation between "teacher" and "aide." They react to differing attitudes and styles of communication in adults. While adults may not agree on all aspects of child rearing and early childhood education, they should make an effort to accept each other as professionals and to understand each other's point of view. When adults are comfortable with their own relationship at work, their relationships with children are likely to be more relaxed and supportive. The children are likely to find their own need for belonging easier to meet. A group spirit can more easily be engendered at the center. The child who sees that two adults <u>together</u> are proud of his achievements may be doubly reinforced.

<u>The family</u>: Children spend much more of their lives at home than at the center, and the family has a tremendous affect on their behavior and development. A child may act similarly in the home and center, or quite differently. The boy or girl may behave in an uncharacteristic fashion as a result of a temporary condition in the home life. Other aspects of the home environment will have longer lasting effects. Parents can shed light on mannerisms, relationships, and experiences which can assist the teacher in understanding their child. Getting to know a family - establishing positive relations and open communication - is very important. Involving the family in your work with a child--while respecting their right to privacy--may help you with the child's development.

Even when a teacher has an effective relationship with a family, however, she is apt to encounter influences on the child which she cannot control. To cite an example, prolonged economic instability for a family may cause

the child to be easily worried and generally unable to put his "best side" forward. Economic insecurity puts stress on parents, and, preoccupied, they may be unable to meet personal needs of their children, which they otherwise would address. In more ways than one, this is a difficult situation for the preschool teacher; it points to the need for a helping relationship, both with the family and the preschool child.

Activity #7.

Select a child that you would like to know more about. Talk with a staff member and someone in the child's family about the boy or girl. Write down what you have learned which might assist you in your relationship with the child.
(You need not use the child's real name.)

Talking and Listening to the Child

For each of us, our attitudes are our own, a part of our being. Yet, as we grow and our perceptions change, so do our attitudes, and this seems to be another common charecteristic of human life. As we gain new knowledge, through perception and reflection, we try new courses of action, and this affects ourselves and the people around us. Through the communication process above all else--the contact of one person with another--our perceptions change and our attitudes renew themselves. In talking and listening to children, we can help them, and ourselves, to learn and to grow.

A stereotype is an overly simple attitude a person holds toward another person, which limits the possibility of full communication. Usually we associate the use of stereotypes with groups of differing cultural, religious, national or social characteristics. A person belonging to a differing group is thought to have personal traits associated with that group, which in fact he may not have.

Stereotypes of various sorts can apply to the children we work with as well. Occasionally a child of a particular family or group is thought by a teacher to be handicapped in some way, because of his background. If the child is treated in a stereotyped way, the teacher expectations for the child become biased, teacher-child communication becomes stilted, and the stereotype may, in fact, become self-fulfilling.

But a child needn't be from a certain background in order to be stereotyped. Children sometimes acquire behavioral labels which can have the same effect. We discussed the effects of labeling earlier in the package; but what of the child in the program who whines, is mean, or clings to the teacher?

Because of inexperience in social interaction, children may go through a period when they exaggerate certain characteristics of response. In our communication with such children, we need to listen and talk to them beyond the symptoms they frequently express. It is easier, perhaps, to maintain the stereotype and rule out the possibility of effective communication before the effort is made. Such a reaction, however, will not help the child to deal with his more basic needs, which the child is telling us--in the only way he can--that he has.

(Real example: About five years ago, a teacher had a four year old boy in her room, whose behavior puzzled her. Every day when he first came into the room, he would kick the teacher in the leg! The teacher was wondering if something was wrong with the child, until she decided to try something. Every day as soon as he came in--whether he kicked her or not--she would hold him for a while and let him know she was glad to see him. As his need for attention from the teacher was met, the boy gradually stopped the kicking. A few weeks ago the boy sent the teacher a card; it said that he and his family had spent a nice Christmas and asked if the teacher still remembered him.)

Abraham Maslow and Eric Ericson are two respected psychologists who have advanced theories to the effect that persons must meet certain psychological needs as they develop. The younger the child, the more he is dependent on others for assistance in meeting his needs. A deficiency means that the child will have difficulty in developing those healthy behaviors which teachers and parents so like to see. In fact, such children are likely to display behaviors which can be difficult for teachers to cope with. Children who experience difficulty in meeting basic needs are frequently the ones

who are stereotyped, making meaningful communication difficult for the teacher as well as the child. These are the children with poor self concepts, who tend to have their self concepts reinforced.

Observing the child, communicating with adults in the child's world, talking with and listening to the child: these are tools which can assist you in your work with children at your center. But they are only tools, and are of no particular value in themselves. They are only as useful as the teacher makes them in her efforts to build helping teacher-child relationships.

Activity #8.

Read about Haim Ginott's ideas on effective communication with children. Write down some of the points in his discussion which might be useful to you in communicating with children. (Refer either to one of Ginott's books or to the learning packages on The Family and Child Psychology.)

Activity #9.

Select one boy or girl at your center whose behavior might cause the child to be labeled in some way. Describe the particular behavior which the child frequently exhibits. Then, write down what else you know about the child, including especially "positive" behaviors and interests with which you may be familiar.

IV. CENTER ACTIVITIES AND THE PERSONAL DEVELOPMENT OF THE CHILD

From the discussion so far, a basic assumption in this chapter already may be clear to you: that personal development is not restricted to a particular activity or a certain period during the day. It is not simply drawing outlines of the children and having them color the outlines in. It is not simply something which begins and ends with "small group time" in the daily schedule. Rather, personal development is a function of children in the preschool acting to meet psychological needs, and the teacher in the preschool acting to facilitate the children's efforts. Personal development happens all day long, mediated by the teacher-child relationship. It occurs in each of the activities the child engages in during the day.

In considering the topic of "center activities and personal development" we will discuss the following questions: What are the psychological needs which the child addresses in preschool activities? What are some teaching practices in activities which may make the meeting of needs more difficult? What are some teaching practices which facilitate the meeting of needs and so further personal development? Sections in the chapter will respond to each of these questions.

Note: We are using the term "activity" in a general sense, to indicate what the child does during each of the time blocks on the daily schedule. The term "personal development" refers to the child's growing ability to utilize and appreciate his or her unique, human potentials. The related term "self concept development" refers to the growing picture the child has of what those potentials are. The child who is successfully meeting his basic psychological needs has healthy self concept and is engaged in healthy personal development.

Basic Needs of the Preshcool Child

The infant is dependent on others for physical and psychological survival. His development and experience cause him to be totally involved with his needs, and people in the infant's world exist for him only in connection with those needs. This is the natural state of affairs. In the first five years of life, much of the child's effort is directed toward overcoming the dependency of infancy and moving toward the pleasures and uncertainties of self-reliance. During this time, the boy or girl becomes very conscious of relations with others, for new, mutually acceptable social arrangements are a large part of the challenge of selfhood.

In the preschool situation, often the first time away from home, the child daily encounters totally new experiences, which he may not fully understand. His awareness is such, however, that he "knows" when his actions seem to be furthering his development and when they do not. Through the mechanism of the self concept, these perceptions influence his subsequent behavior. Occasionally teachers notice inconsistencies in the young child's need for dependence or independence from one situation to the next.* This characteristic indicates the difficulty of the adjustments the child is making during this time. Inconsistency in new situations suggests as well the fragility of the young child's self concept.

The basic needs, which have been mentioned often in the package, mark the developmental progress of the child in the social world. Several different conceptions of basic needs have been put forth by psychologists. We will be adapting from Maslow's two categories of "safety needs" and "growth needs."

*For example, the child who likes to ride a trike, but who is afraid to ride on a swing.

Safety needs are those which are important to the individual's physical and psychological survival, for:

health
security
affection
a sense of belonging.

As the child perceives that he is meeting the safety needs, he frees himself of anxieties and doubts and is able to act upon the growth needs, for:

self esteem
knowing and understanding
self-actualization.

Maslow stresses that the "hierarchy" is a loose one, not bound in fixed steps to specific developmental levels. We can consider the safety needs to be a foundation, put down in infancy and childhood, for the growth needs, which also begin to be met early in childhood but continue throughout life. From the perspective of a basic needs approach, the task of the teacher (at any level) would seem to be this: to manage activities in such a way so that meeting safety needs is facilitated and opportunities for "growth" behaviors are provided.

The task sounds like one of those things that is easier said than done, and this is true. There are, however, familiar behavioral clues which indicate how the child is doing in terms of meeting basic needs. They are the same clues which tell you about the child's self concept development, social development, and cognitive development. Behaviors which are

submissive
withdrawing
aggressive
hostile
defensive
anxious
sneaky
overly dependent

suggest that a child feels he is not succeeding at meeting safety needs, and that this has become a high personal priority. Growth needs are expressed through behaviors which are characteristic of healthy development, behaviors which show:

curiosity
problem solving (exploring, discovering, persevering)
responsiveness to others
creativity
self-expression
pride in achievements
self-reliance.

Maslow states that all people have both sets of needs within them. Depending on how they perceive a situation, people will show safety behavior, growth behavior or both. Children are likely to respond more openly than adults, with safety needs or growth needs which are quite clear. With assurance, a child will usually overcome a concern for safety more readily than an adult. In implementing preschool activities, the teacher would do well to respect the child's safety and growth responses.

Basic Needs and Center Activities

The preceding section was intended to provide background about basic psychological needs which a young child brings to preschool activities. Under this heading we will examine some common preschool activities for characteristics which inhibit or support personal development in young children.

In visiting preschool programs in northern Minnesota--or even across the country--one is likely to find many similarities in the daily schedule of activities. To be sure, not all programs have formalized opening ceremonies; "large group", "small group", and "free play", activities receive varying emphasis; and "rest time" has many individual interpretations. But still, if

a teacher were to visit a preschool in another area, she would likely find the program there more familiar than foreign. We are making this point to stress the following idea: that the determining factor in the quality of a preschool program is not so much what activities are offered as how the activities are offered. In other words, preschool programs commonly have similar types of activities in the daily schedule. How the activities are carried out is what makes a difference in the meeting of basic needs.

On the following two pages is a chart entitled, "Characteristics of Common Preschool Activities Which Inhibit or Support Personal Development." The chart is not intended to be the last word on this subject. It does represent one attempt to show how the needs of young children may or may not be met in typical daily activities of a preschool program. You might like to read this chart over to see where you agree or disagree and where your program seems strong or might be improved. After giving the chart whatever attention you think it's worth, refer to activity # 10 on page 44.

Characteristics of Common Preschool Activities Which Inhibit or Support Personal Development

Typical Activities	Basic Needs estimated to be addressed	Inhibiting Practices	Supportive Practices
Opening Ceremony (if part of program)	Sense of Belonging; self-esteem; knowing and understanding.	Rote exercise, beyond level of child's understanding. Too long to hold child's attention.	Short, simple; has appropriate vocabulary; has meaning which child can understand.
Snack	Health, affection; security, belonging; self-esteem; knowing.	Children are served by adults; eat by themselves; same snacks; must eat all food.	Children help with service; family style with adults at table; not forced to eat everything; variety in snacks
Small Groups	Security; belonging; self-esteem; knowing and understanding.	Level of activity inappropriate; no room for active involvement by child; does not allow for individual differences.	Level appropriate; active involvement by child; room for individual response; children have input about activities.
Large groups	Security; belonging; self-esteem; knowing and understanding.	Teacher-dominated; children sit quietly for long periods; give controlled responses.	Active participation by children; contribute to group experience; considers needs of young and active children.
Free Play	Security, affection; sense of belonging; self-esteem; knowing and understanding.	Little teacher-child interaction; materials do not change; too few choices for some children; regarded as not educational.	Teacher and children talk; materials change; enough choices for children; regarded as learning experience.
Lunch	Health; affection; security, belonging; self-esteem; knowing.	Children are served by adults; eat by themselves; not much variety; must eat all foods.	Children help with service; family style with adults at tables; variety in meals; children try foods but not forced to eat all.

Typical Activities	Basic Needs estimated to be addressed	Inhibiting Practices	Supportive Practices
Rest	Health; security; self-esteem; affection.	Frequent teacher-child conflicts; no accommodation for older children who may not need to sleep.	Friendly atmosphere; closeness between teacher and children. With parent permission older children who do not need to sleep can read books.
Art, construction	Affection; belonging; self-esteem; knowing and understanding.	Same project for all; follow teacher model; children's work compared; stresses representing reality.	Individual expression efforts supported; no comparisons; stage of art development in child respected.
Books & reading	Security, affection; belonging; self-esteem; knowing and understanding.	Teacher dominated; children onlookers in large groups; children use books only under supervision.	Variety of reading experiences - not just large groups; teacher-child discussions while reading; children have ready access to books and are encouraged to read on own.
Outdoor (or indoor active) play	Health; affection; belonging; self-esteem; knowing and understanding.	Little teacher-child interaction; materials do not change; too few choices for some children; regarded as not educational; done only occasionally.	Teacher and children talk; materials change; enough choices for all children; regarded as learning experience; time allowed daily.
Field Trips	Belonging; self-esteem; knowing and understanding.*	Trip too involved; removed from children's experience; totally planned by teacher; infrequent in program.	Trip appropriate to children's interests; children help with planning; trips are frequent in center program; integrated into center activities.

*Others might add or subtract needs they see addressed in activities--these are estimates. Self actualization begins during early childhood, but much growth toward this need occurs later in life and so it was not included.

Activity #10.

a. Think of a specific day at your center in the past week. List all of the activities that took place on that day.

b. Think of each of those activities in terms of the responses of the children. Rank each activity as follows: Assign a number one to the activity in which you remember the most growth behavior and the least safety behavior by the children. Assign a number to each other activity with the highest number going to the activity with the most safety behavior and the least growth behavior. (A summary of safety and growth behavior follows.)

Safety Behavior:

Withdrawing--behavior which is passive and non-participating.

Submissive--behavior which is mechanical and conforming.

Insecure--behavior which shows anxiety and frustration.

Aggressive--behavior which is rebellious or hostile.

Growth Behavior:

Involved--behavior which shows attention, interest, participation.

Responsive--behavior which is cooperative, friendly, generous.

Creative--behavior which shows individual interpretation and expressiveness

Problem-solving--behavior which is exploring, discovering, persevering in new situations.

c. Write down how the lowest ranking activity (with the highest number) might be changed to encourage more growth behavior and less safety behavior. If possible, try your plan. Discuss the results with a co-worker or field advisor.

Unproductive Teaching Practices

In the preceding section we discussed basic needs in which young children either do or do not progress in preschool activities. This section discusses some fairly common teaching practices which may impede the child's personal development--his progress from safety to growth. The practices are being discussed not to label teachers, but to provide information which teachers may find useful in their work.

Competition. The teacher encourages competition by comparing the efforts of children, by setting up win-lose situations in ongoing activities, and by emphasizing winning and losing in games. If a teacher stresses winning--the "best", the "first", the "neatest"--then losers will so emerge. For the young child, however, losing is not so much a matter of social convention as a reflection on self concept. The child at preschool is not so much concerned with rules for social conduct as with seeing himself as an acceptable person. His social endeavors are intended to help him find a place as a member of a social group, and not to unduly test that place.

If an activity is geared to interests and abilities, the boy or girl will run for the sake of running, paint for the sake of painting, and do lotto for the sake of filling up the card. In the competent early education program, competition is unnecessary as a method of motivation. It is not a chance occurrance that children begin to take an interest in competition at the age of six or seven. Competition can come later when children can understand the rules as part of increased social awareness.

Illustration: A teacher notices that the first child out of a game of musical chairs sulks deeply. The next few children have the same reaction.

She wonders if the children fully understand why they aren't allowed to continue in the game with the others. The next day they play the game again, but the teacher does not remove any chairs. The children still enjoy the game, but with no hurt feelings.

Standardization of product: Part of the natural development of the child from dependence to independence centers around the child's capacity for interpretation and self expression. The teacher who implements activities which require identical products may think she is responding to the child's need for security or belongingness. She is actually encouraging conformity, and may be undermining the child's ability to respond to reality on his own terms. Activities in which children fill in dittoes or coloring books, or attempt to duplicate a teacher's model are examples of this practice. If the child learns he must represent things only as the teacher wants them, he may be slowed in developing the skills and attitudes to handle situation in his own life which require him to interpret and represent reality. The important "cognitive" skills--problem solving and creativity--as well as the requirements of social living are very much based on the child's ability to make meaning of life as he himself sees it.

Teacher domination: For basic developmental reasons, children need to be able to do things for themselves; otherwise self-reliance can be undermined. When a teacher stresses long, sit-down group sessions (especially large group) she limits the possibility of active involvement for the child. If it is common for children to wait a turn to speak, react only to teacher-cues, or not speak at all, they may become no more than bystanders. Large groups--filmstrips, singing, creative drama, stories--can be positive learning exper-

iences. But large groups or other activities which tend to feature "teacher performances" reinforce submissive behaviors on the part of many children and rebellious behaviors on the part of a few.

Occasionally adults do things for a preschooler--zip jackets, build things, or serve food--without considering what the child can do for himself. In a one-to-one situation, when a teacher believes a child is basically unsure of his abilities, she might consider providing enough assistance so that the child can complete the task for himself. When the task is completed, however, the teacher should take notice of whether the child feels that he accomplished something, or whether he feels the teacher did. While "success" is important, the effort in itself can be educational-provided the teacher permits the effort to take place.

Self removal: Earlier in the package we mentioned that communication between teacher and child is essential in personal development. Besides instructional periods, there are many times during the day when informal talk can take place--free play, active play times, lunch, etc. Teachers might remove themselves from these situations, however, regarding these activities as not educational. In doing so, the teacher may loose an opportunity for assisting the girl or boy with needs for safety or for growth.

Activity #11.

Choose one of the previous "unproductive teaching practices". Using your own experiences if you'd like, react to the practice in writing in a way either critical or supportive of the package position.

Practices which Facilitate Personal Development

Self concept development occurs as a child enters an activity and finds he can relax needs for safety and can engage in personal growth. To the extent that the teacher is able to manage activities which encourage growth behavior, she is facilitating self concept development. We will now consider four teaching practices which facilitate personal development.

Accepting human differences: All children are human, but every child is different. Each child is born with a unique set of personal potentials, the product of heredity. Every child has a different home life, depending on family characteristics, and social, economic, and geographic factors. Children do have the same basic needs, but they perceive themselves in relation to these needs from an individual perspective. Children start off differently, grow differently, learn differently, behave differently, develop differently.

As the teacher accepts human differences, she becomes better able to accept the child as a person. She gains the ability to look at children's efforts not in terms of "correct or incorrect," but in terms of what the individual child has learned and expressed. This attitude is basically an accepting one, and encourages feelings of worth and dignity in the child.

If the teacher examines her daily schedule, she is likely to find that room can be made for human differences in virtually all parts of the program--in art, block play, cognitive "lessons," books and stories, large groups, and even in clean up, lunch and rest. In fact, the teacher shows she accepts human worth to the extent that she encourages individual initiative, interpretation and expression in center activities. Two anecdotes follow which illustrate this point.

Anecdote #1: After singing several rounds of "Rudolph the Red-Nosed Reindeer", the children are asked by the teacher if they would like to draw Rudolph. Billy labors long and hard over his picture. As he is finishing, another child exclaims "Billy's Rudolph has a yellow nose!", Billy explains to the child and the teacher that this is so Santa can see better. The teacher writes this on Billy's picture and hangs it with the others. The other child comments, "I'm glad Santa is going to see good, Billy."

Anecdote #2: A teacher holds up the second letter card in a series and says "This is the letter 'B', children; say, 'B'." All the children say "B" except Cary who shakes her head.

"Huh-uh, teacher, that's "C".

"Is that right, children?" The group looks confused, some shake their heads. The teacher takes a quick glance at the card, sees it's a "C" and laughs. "That is a "C", Cary; maybe you should be the teacher today."

In these two anecdotes, imagine if the teacher had not been accepting of human differences. What would each teacher have said to the children? How would the children have felt?

Accepting the potential for growth: We have already discussed the effects of a teacher placing negative labels on a child. The danger is that a"self-fulfilling prophecy" may be put into effect which can inhibit the development of positive self concept. The child who is "never going to amount to anything" at the age of four definitely has a strike against him.

An opposite practice can have a more positive effect. If we believe that a child can learn, can change, can grow, then we are instilling a purposeful expectation, one that the boy or girl may respond to. Of course, we

cannot force personal growth, but we can provide opportunities for it to take place. In fact, if we do believe that the child has the potential for growth, then we will provide such opportunities.

Placing an artificial ceiling on what one expects a child to achieve would seem to be a questionable practice for a teacher. Removing such ceilings, and providing real opportunities for growth, seems basic to what teaching really is.

Recognizing the Relation between Personal and Social Development

In completing the package to this point, you may have wondered at times if we thought that the preschool teacher works with only one child at a time. Assisting one child when thirteen more are in the area can be trying, we admit, but perhaps the problem is not quite what it seems.

People are at the same time psychological and social beings; the dimensions very much overlap. Through time, as the child gains in self acceptance, he or she grows in the ability to reflect this warmth in relations with others. Thus, the social environment which facilitates self concept development in the individual child tends to encourage group spirit and cooperation as well.

Continually during the day, the teacher works in both the areas of personal and social development. She can improve her effectiveness in the areas if she can recognize the connection between them. A teacher may encourage personal development in a child by stimulating him to creative or problem-solving behavior. If she communicates a similar possibility to other children, then she will be contributing to a general environment at the center which allows for the meeting of growth needs. Similarly, a teacher may respond to a child in need of security by communicating to him the limits of acceptable behavior. Or she may help to meet needs for dependence or affection by holding

a child. Providing other children know that the teacher will also help them meet safety needs, they will find the social environment at the center generally secure.

In virtually any situation during a day, the teacher is creating a climate for social behavior through her individual relations with the children. As she reinforces, ignores, or avoids one child's behavior, she affects the group's behavior as well. This is why we have placed such emphasis on the individual teacher-child relationship: we believe that only the teacher who can facilitate growth behaviors in the individual child can bring about responsive social behaviors in children in a group.

Being Responsive

A responsive teacher might be very controlling in some preschool situations. On other occasions, she might step back and let the children cope with a situation entirely on their own. She would make such decisions intentionally, however, not out of habit, and she would be reacting to a perceived set of conditions at the time.

More commonly, the responsive teacher would act in a "democratic" fashion, between the extremes of domination and self removal. The basics of democratic teaching are probably familiar to you. The teacher talks with children more than talking at them. She does things with children--or lets them do things themselves--rather than doing things for them. At the elementary school level, the teacher would involve the children in many of the decisions about rules and guidelines for the group procedures for non-academic routines and even how and what to study.

The preschool teacher concerned with democratic leadership works with children in very much the same way. Insofar as the children can verbalize

ideas and make decisions about activities,the teacher encourages this sort of communication. She also works with non-verbal cues and her knowledge of the children to plan and implement activities. In coordinating the program, she does refer to basic developmental goals, but she also considers the interests, needs, abilities, and moods of the children. She sets up active, stimulating learning experiences, but allows each child to interpret the experience in his own way. The responsive teacher acknowledges that children move most clearly in the direction of growth when they are personally involved in activities, and she supports the efforts of children to become so involved.

The responsive teacher tries to stay in touch with her own feelings and perceptions. If she finds herself uncomfortable with a child or situation, she tries to figure out why. She works closely with other adults on the staff, realizing that personal contact is improved in small group and individual activities. She encourages a teaching team approach, and encourages parent involvement in the program. The responsive teacher takes personal stands when limits need to be enforced, but she also makes exceptions when the needs of a child warrant. The teacher tries to learn all she can about a situation before she makes judgements, and she's not afraid to change her mind with new insights.

Finally, the responsive teacher takes time to talk with the children she works with. In these very important moments, she talks not as a teacher to preschool student, but as one human being to another. She recognizes that the common demoninator for effective preschool teaching is not so much the ability to "make the children behave" or to implement smooth running activi-

ties, as to build with each child a helping relationship. With this starting point, the effective preschool program can be developed, but without this starting point, it cannot.

We choose to close the text of the package with a passage from a book edited by Arthur Combs, called Perceiving, Behaving, Becoming. Written in 1962, the book helped to make known the "humanistic psychology" which is the basis of the theory in this package. The passage, written by Combs, follows:

SOME PRACTICES WHICH ENHANCE THE SELF CONCEPT

Where human development in dignity and honesty is put first, and other goals subordinate to more realistic positions--

Where each child's spiritual integrity--his right to be--is recognized,

Where his individuality is considered an asset rather than a liability,

Where his genetic growth patterns are respected and used as a basis for teaching,

Where he helps to purpose and to plan,

Where he can act freely, knowing those around him accept him as he is,

Where he can make an error--or even do wrong, and not lose face thereby,

Where he can grow each day and know that he is growing,

Where he can hold his head up high and meet the other's gaze,

Where he can make friends, enjoy other people, learn how to extend a hand to help,

Where he can learn the warm flood of gratitude that comes from being regarded with warmth,

Where he can venture into unknown worlds and stretch his wings to find new truths,

Above all, where he can experience success in subject matter, human relationships and the discovery of self as a person or worth and dignity--

In such an atmosphere, strong selves will grow, facilitated and tempered by the give and take, the struggle and the tolerance the failure and the success, knowing that dignity which comes from being well loved and well respected.

FINAL PROJECT

Congratulations! You have now completed the text and package activities and have only the final project and post-package observation to do. Throughout the package you have reflected about and reacted to principles relating to the healthy personal development of the young child. Now, in the final project, we are asking you to select five of these principles and try them in your work with the children. Using either the five worksheets which follow or your own format, you can complete the project by following these two steps:

1. Look back through the package and identify 5 principles (or working ideas) for healthy personal development. These principles should both make sense to you personally and be new to you as a result of your work in the package. Write each principle in your own words on the five work sheets.

2. Try each principle in your work with the children. When you feel you are ready to write about the experience, write down a description of how you used the principle and an assessment of how it went. Remember that a "successful" implementation of a principle is not necessary; it takes a while to "get comfortable" in using new ideas in one's work. If the project stimulates you to increase your awareness about how you relate to the children, or to the adults in the children's world, then it will have served its purpose.

Principle to be tried:

Date principle is tried:

Description of your use of the principle:

Assessment of your use of the principle:

APPENDIX

Suggested Readings

Axline, Virginia. Dibs: In Search of Self:* New York: Ballantine Books

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Holt, John. How Children Learn. New York, Pitman Publishing Corp. 1969, 189 pages.

How Children Fail. New York; Dell Publishing Company 1970, 233 pages.

Mayeroff, Milton. On Caring. New York; Harper and Row, Publishers, 1971 100 pages.

Moustakes, Clark E. Teaching as Learning. New York; Ballantine Books, 1972, 207 pages.

Jersild, Arthur. When Teachers Face Themselves.* New York; Teachers' College Press. 1955, 136 pages

Purkey, W.W. Self Concept and School Achievement.* Englewood Cliffs, N.J. Prentice Hall Inc., 1970, 65 pages.

Note: Any of these books would be appropriate background for the package. All are available in the Child Development Training Program Resource Library. Multiple copies are available of books with asterisk. (*)

PACKAGE EVALUATION

1. In what ways has this package helped you to grow?

2. Were the goals of the package meaningful to you?

3. Were the readings outside of the package helpful?

4. Was the material in the package itself helpful?

5. Were the learning activities helpful?

6. What readings and activities or other resources should be added to this package or changed to make it a better learning experience for you?